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ABSTRACT

The New Teacher Induction Program at Wilmington (Illinois) High School is intended to increase job satisfaction and to help new teachers avoid making mistakes. The major responsibility of the school board in the program is to form a policy to affirm the establishment and execution of the program. The superintendent reports program proceedings to the school board. The curriculum coordinator directs the program recruits and trains coach-mentors, assigns coach-mentors to new teachers, plans inservice programs, observes and advises new teachers in the classroom, plans and distributes materials for the program, and reports program proceedings to the superintendent. The principal reports program proceedings to the superintendent, furnishes philosophical guidance, distributes a handbook regarding teacher expectations, and holds three formative evaluations and one summative evaluation during each school year. Finally, coach-mentors counsel new teachers in fulfilling curriculum requirements and developing classroom skills, observe new teachers in the classroom, and provide feedback. The activities of the program include a three-day orientation workshop intended to introduce new teachers to the district, the personnel, and the New Teacher Induction Program; inservice seminars for first-year teachers, which involve watching a video and discussing the required observations between meetings; observations by the principal; and suggested readings. Two appendices outline the responsibilities of teachers, principals, and coach-mentors. (RG)

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ED295309

NEW TEACHER INDUCTION PROGRAM

Developed for Wilmington High School
by

William E. Locke
1987

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PURPOSE

The "Program for the Induction of New Teachers at Wilmington High School" is intended to provide a procedure or process for the systematic and regular induction of classroom teachers into the Wilmington High School faculty. Every effort has been made to clarify the Roles of the various components of the School System which will be involved in the Induction process. The School Board, the Superintendent, the Curriculum Coordinator, the Principal, the Coach-Mentor, and the New Teacher all have specific roles and responsibilities in a successful Induction program. In addition to clarifying those roles and responsibilities, this program establishes the activities and processes by which the New Teacher may be helped to efficiently develop the teaching skills expected of a tenured member of the Wilmington High School staff.

RATIONALE

Because of the large number of beginning teachers who regularly leave the teaching professional, it is clear that a greater effort should be made to do those things that might encourage them to stay. While there has not been an unusually high turn-over rate at Wilmington High School, many new teachers have been lost after only one or two years. Some of these have left for "greener pastures," but most have left because of dissatisfaction or failure (real or imagined). A program for Induction should have a positive effect on all beginning teachers--helping them to see their current job as a "green pasture," enhancing satisfaction, and helping them to avoid the mistakes in

procedure and expectation which often lead to failure.

It should also be pointed out that an effective Induction program does more than simply serve the new teachers. The most important benefit from such a program is improved learning for the students. This is most noticeable during the teacher's first year, but the significance of a happy and successful "rookie" year has a long term effect on the teacher's competence. So, the improved quality of the first year teacher results in improved quality throughout a teacher's career.

ROLES

School Board

In order for any enterprise within a school system to work effectively, it must be fully endorsed and supported by the School Board. Endorsement should take the form of a policy. Lack of endorsement and support by the School Board diminishes the significance of an activity such as the New Teacher Induction Program and leaves it without clear organizational guidelines or sanctioned objectives. With the Board's commitment through policy, the Program managers can proceed with confidence that their work has firm support at the highest level of the District's hierarchy.

Superintendent

As the chief executive of the School District, the Superintendent has a very special role in the implementation of all Programs. In the New Teacher Induction Program the Superintendent's responsibility lies primarily in delegating and assigning. He must also serve as the final arbiter of jurisdictional disputes that might arise between "building" and "district" personnel, especially among such staff as the building Principal and the Curriculum Coordinator. An active and informed interest in the Program is necessary to ensure that all parties are

properly engaged in the activities that have been assigned to them. This active involvement also lends further support and authority to the program.

Curriculum Coordinator

Already involved in Curriculum decisions throughout the District, the Curriculum Coordinator is ideally placed to serve as the Director of the of a New Teacher Induction Program. She is not involved in the Summative Evaluation process, so can maintain a non-judgmental perspective. So, too, is her daily schedule flexible enough to allow for conferences and meetings that might become necessary during the course of the year.

As Director of the program the Curriculum Coordinator has the responsibility of: (1) recruiting Coach-Mentors, (2) training Coach-Mentors, (3) selecting and assigning the Coach-Mentors and coordinating their schedules with New Teachers (in cooperation with the Principal, of course), (4) planning, coordinating, and moderating the In-Service training for New Teachers, (5) serving as a Resource for the Principal, Coach-Mentors, and New Teachers in teaching strategies and Induction Program expectations and details, and (6) generally supervising the several activities of the Induction Program to keep them consistent with the intent of the program.

Principal

Because he is the New Teacher's immediate superior, the Principal and his views have a strong influence on the New Teacher. The Principal should take advantage of his position to instill in his New Teachers a desire to excel in the teaching profession. As for the New Teacher Induction Program, it provides a means by which excellence can be aided, and the Principal should promote it as such. In this way the

significance of the program is effectively argued.

Since the Induction Program has the development of a set of professional skills as its final objective, the Principal should point out the relationship between that objective and his expectations. In light of his responsibility in the assessment of professional growth, this further helps to emphasize the importance of the program, while it provides the New Teacher with a clear understanding of what is expected of him.

The Principal should also address the roles he and others will take in the Induction Program. This is particularly needed to certify the prerogatives of the Coach-Mentor, Curriculum Coordinator, and other personnel who might become involved.

Coach-Mentor

The Coach-Mentor is, perhaps, the single most important person in the life of the New Teacher. It is through the Coach-Mentor that the majority of the program is to be implemented. "Coaching" has been operationally defined as "the provision of on-site, personal support and technical assistance for teachers." This definition suggests a close and persistent relationship by which the New Teacher's skills are enhanced, knowledge is gained, and support is provided. It requires a good working relationship between two individuals, and opportunities for them to meet, interact, and observe each other at work.

It will be the duty of the Coach-Mentor to provide much of the Orientation needed by a New Teacher, and assist the New Teacher in developing and refining professional skills related to (1) Classroom Management, (2) Classroom discipline, and (3) Effective Instruction. The Coach-Mentor should also serve as a resource person in "the ways of the profession"--helping the New Teacher to learn what being a teacher

means in respect to his relationship to students, faculty, administration, parents, and community. And, lastly, the Coach-Mentor is expected to serve as a "supportive sounding board" for the New Teacher--providing a critical but sympathetic ear for hopes, problems, and disappointments.

New Teacher

Even before being hired, the New Teacher should be made aware of the district's sincere concern for his future success. The program into which each New Teacher will be channeled is not intended to denigrate the Teacher's college or university experiences, but to enhance the possibilities for a long and happy career in education through providing supervised experiences for the development of specific teaching skills.

It will be the responsibility of the New Teacher to participate in the Induction Program until he or she is granted tenure. The kinds of activities will include: (1) Conferencing with a Coach-Mentor, (2) Conferencing with Principal, (3) Observing Other Teachers, (4) Being Observed by Coach-Mentor and Principal, and others if deemed necessary or valuable, (5) Attending After-School Seminars, (6) Attending In-Service Programs at the Education Service Center, (7) Reading Selected Materials, (8) Providing Information, Lesson Plans, Tests, Assignments, etc., which may be analyzed in light of good teaching skills, and (9) Working on Teaching Areas identified as needing Remediation.

It is hoped that all New Teachers are sincerely interested in becoming effective teachers. If they are, the requirements of the New Teacher Induction Program will be met with enthusiasm. Teaching is hard work and becoming a good teacher is very hard work. College training can only provide the fundamentals for good teaching; the first work experience requires an integration of all the knowledge and skills a

student has learned. The transition from college to full-time teacher is not easy, and the pitfalls are many. This program is intended to help circumvent some of the potential problems.

SPECIFIC DUTIES

School Board

1. Learn about the "Program for Induction of New Teachers at Wilmington High School."

2. Take action in the form of writing a policy to affirm the establishment and implementation of the program.

3. Request the Superintendent to make twice yearly reports on the progress of the program and those involved in it, as Inductees and as Coach-Mentors, etc.

Superintendent

1. Direct the Curriculum Coordinator and the high school Principal to implement the New Teacher Induction Program.

2. Direct the Curriculum Coordinator and the high school Principal to make a report each quarter concerning the progress of the New Teacher Induction Program.

3. Report on the Activities of the Induction Program to the School Board.

4. Generally support and promote the New Teacher Induction Program with the School Board and the School District.

Curriculum Coordinator

1. Recruit faculty members to serve as Coach-Mentors.

2. Provide training for Coach-Mentors.

3. Assign Coach-Mentors to their Inductees.

4. Plan In-Service programs for New Teachers and their Coach-Mentors to promote the learning of specific teaching skills.

5. Moderate In-Service programs for New Teachers.

6. Search out Education Service Center offerings that might benefit particular New Teachers and facilitate their attendance at those workshops and programs.

7. Visit New Teacher classrooms as an observer and advisor.

8. Meet with New Teachers and Coach-Mentors, separately and together, to reinforce learning or to promote harmony.

9. Serve as a Resource for New Teachers, Coach-Mentors, and Principal.

10. Plan and Distribute the Activities Calendars for the New Teacher Induction Program.

11. Provide materials and plan the dissemination of information concerning the Program.

12. Submit a quarterly report on the activities of the New Teacher Induction Program to the Superintendent.

Principal

1. Serve as liaison between the individuals involved in the New Teacher Induction Program and the Superintendent by providing him with regular reports concerning activities and training.

2. Provide administrative support for the program through scheduling considerations and planning release time when recommended and deemed necessary.

3. Provide philosophical guidance for the New Teachers and the Coach-Mentors.

4. Provide New Teachers with a Handbook which will serve as a ready reference for information regarding school-wide expectations in Discipline, Teacher Deportment, Teacher Absence, and other miscellania concerning teaching at Wilmington High School.

5. Conduct three (3) Formative Evaluations during each school year. These should be spread over three different quarters.
   a. Preceded by a Pre-Observation Conference
   b. Observation of about thirty (30) minutes (with video and/or Coach-Mentor, if possible)
   c. Followed by a Post-Observation Conference (viewing video and/or sharing with Coach-Mentor)

6. Conduct one (1) Summative Evaluation during each school year. This should be conducted near (but prior to) March 1 of each year.
   a. Preceded by Pre-Observation Conference.
   b. Observation of about thirty (30) minutes.
   c. Post-Observation Conference at which Summative Evaluation is presented and explained.

Coach-Mentor

1. Participate in In-Service training provided by the school to prepare teachers to serve as Coach-Mentors. This will include Seminars and directed reading.

2. Serve as the primary source of information about the department, school, district, and community for his or her protege.

3. Provide guidance for the New Teacher in carrying out the particulars of the Curriculum under which he or she is working.

4. Work with the New Teacher in developing skills in Classroom Management, Discipline, and Instruction as specified in the list of "Teacher Performance Responsibilities" developed by the school district, which also serves as the teacher job description.

5. Meet regularly with the New Teacher for purposes of discussing various teacher skills, planning observations, serving as friendly critic of innovative ideas, providing support during difficult times, etc.

6. Observe New Teacher in teaching situations and provide feedback concerning particular areas of concern.

7. Help the New Teacher to discover and use the available materials and resources.

8. Make regular visits to the New Teacher's classroom.

9. Provide "Positive Support" for the New Teacher.

10. Participate in Conferences with the New Teacher and Principal following the Principal's Formative Visits with the view of planning specific ways of correcting deficiencies noted.

11. Participate with their proteges in the In-Service programs and seminars conducted at the high school.

New Teachers

1. Participate in an Orientation Program scheduled for the three (3) days preceding the return of the tenured staff. (This, of course, applies to first year teachers only.)

2. Conference on a regular basis with a fellow teacher who has been assigned as Coach-Mentor.

3. Conference with the Principal before and after he conducts his Formative and Summative Evaluations.

4. Cooperate with various school personnel in meeting the objectives of the New Teacher Induction Program.
   a. Allowing frequent Observations to be made.
   b. Observing other teachers.
   c. Working on specific objectives that have been identified as deficiencies.

5. Participate in In-Service Activities intended to contribute to the development of various teaching skills.
   a. Seminars conducted in the school district.
   b. Assigned readings.
   c. Workshops and Programs available through the Education Service Center or other agencies.

6. Work toward the Mastery of those skills which are usually a part of the equipment a successful teacher possesses, and are described in the list of "Teacher Performance Responsibilities" prepared by the Wilmington School District.

PROGRAM OF ACTIVITIES
for
THE FIRST YEAR TEACHER

Orientation Workshop

1. The New Teacher Orientation Workshop will be held the three days immediately preceding the Teacher Institute Day which traditionally begins the School Year.

2. All First Year Teachers are expected to attend this Workshop.

3. The purpose of this Orientation Workshop is to Introduce the New Teachers to the School District and to the School Personnel with whom they will be most closely working.

4. A second purpose is to explain the New Teacher Induction Program and to provide guided time in which the New Teacher can plan for the School Year in light of School Policy and Departmental Curriculum.

AGENDA

--Day One--

Meet with Principal, Curriculum Coordinator, and Coach-Mentors.

Principal will explain his Philosophy and that of the High School.

Curriculum Coordinator will explain the New Teacher Induction Program and Outline its various attributes.

New Teachers will be Introduced to their Coach-Mentors and the Coach-Mentors will further elaborate the Induction Program.

New Teachers and Coach-Mentors will make an Introductory Tour of the Building and District facilities. (And, if the New Teacher is also new to the community and plans to live in Wilmington, a tour of pertinent community facilities should be made.)

Building -- Places to Visit

a. Media Center--Introduce to Librarian and Aide
b. Guidance--Introduce to Counselors
c. High School Office--Introduce to Secretaries
d. Superintendent's Office--Introduce to Secretaries and to the Superintendent
e. All the Physical Plant

District -- Places to Visit

a. Elementary Schools
b. Middle School
c. St. Rose Elementary School
d. Township Library
e. Lutheran Church Pre-School

Community -- Places to Visit

a. Banks
b. Post Office
c. Police Station
d. Restaurants
e. Grocery Stores
f. Laundramats and Cleaners
g. Health Club
h. Churches
i. Health Center

Coach-Mentor should present the New Teacher with a Curriculum Guide for his or her department and discuss its use with the New Teacher.

Coach-Mentor should discuss the set of Teacher Competencies adopted by the School District (in this case "The 'Effective' Teacher" provided by The Northwest Regional Educational Laboratory) by which his growth as a teacher will be judged.

---The two responsibilities listed immediately above are the two most important services the Coach-Mentor will provide. The New Teacher MUST be made aware of the limits and expectations of his teaching, and he MUST be apprised of the district's expectations of him as a teacher.---

The Coach-Mentor should help the New Teacher "settle" into his or her classroom by helping to locate textbooks, teachers' manuals, workbooks, keys to filing cabinets and cupboards, office supplies such as scissors, paper-clips, etc., and room paraphernalia such as flags, screens, yard-sticks, etc.

The Coach-Mentor should offer suggestions for the New Teacher concerning planning classroom management for the upcoming year. The remaining of the day should be used for preparing for the new school year. New Teacher should write down questions.

-- Day Two --

Meet with Coach-Mentor to discuss any questions that might have arisen.

All New Teachers visit the Media Center for formal Orientation.

All New Teachers visit the Superintendent's office to fill out any forms that are needed and to clear up any outstanding problems with medical or credential requirements.

Join Coach-Mentor who will discuss schedules and procedures for the opening days of school.

Develop with Coach-Mentor a Schedule for Working together in the New Teacher Induction Program, that is plan weekly conference time.

Review the Year's Calendar for New Teacher Induction Activities. Coach-Mentor should explain the details of the After-School Seminars, the Observations by Coach-Mentor, the Observations by the Principal, ESC offerings, and readings that might be required.

The remainder of the day should be spent in preparing for the coming school year. The New Teacher should write down any questions that might arise.

--Day Three--

The New Teacher and Coach-Mentor should meet and discuss any questions that might have arisen.

The New Teacher should meet with Guidance Personnel to receive Class Lists and any information they might deem pertinent to the successful relationship of the New Teacher to that department.

The New Teacher should check with the High School Office to make sure that all necessary information is on file.

Coach-Mentor should help the New Teacher in regard to bookkeeping and classroom management activities by discussing and demonstrating such things as Book Lists, Seating Charts, Lesson Plan Books, and Gradebooks.

The remainder of the day should be spent in further preparation for the upcoming year.

Schedule of In-Service Seminars for First Year Teachers

The following In-Service programs are built on an ASCD Video-Tape Program entitled: Effective Teaching for Higher Achievement. It is a six part program with a complete teaching kit enclosed.

Topic	Date	Follow-Up Activity
Academic Learning Time	Week 1 of Qtr 2	New Teacher Is Observed
Organizing the Classroom	Week 4 of Qtr 2	New Teacher Is Observed
Influencing Student Behavior	Week 7 of Qtr 2	New Teacher Makes Observations
Teacher Expectations	Week 1 of Qtr 3	New Teacher Is Observed
Daily Review, Presentation, Guided Study	Week 4 of Qtr 3	New Teacher Makes Observations
Feedback, Independent Practice, Periodic Reviews	Week 7 of Qtr 3	New Teacher Is Observed

Each Seminar will be about an hour long and will involve viewing a tape and discussing the observations which are required between each meeting.

The Seminar Group will consist of New Teachers, their Coach-Mentors, and the Curriculum Coordinator or her designee. The Seminar is intended to provide a format for an open dialogue among veteran and novice teachers.

Schedule of Observations by the Principal

Observation #1 -- Week 5 of Qtr 1

Purpose: General
- a. Objectives: Appropriate and Clear
- b. Classroom Management: Reasonable and Effective
- c. Instruction: Organized and Effective

Observation #2 -- Week 6 of Qtr 2

Purpose: General
- a. Objectives: Appropriate and Clear
- b. Classroom Management: Reasonable and Effective
- c. Instruction: Organized and Effective
- d. Areas of Remediation: Identified at Observation #1

Observation #3 -- Week 4 of Qtr 3

Purpose: Summative

Observation #4 -- Week 4 of Qtr 4

Purpose: General

a. Objectives: Appropriate and Clear
b. Classroom Management: Reasonable and Effective
c. Instruction: Organized and Effective
d. Areas of Remediation: Identified at Observation #1 or #2

It should be noted here that each of the Observations by the Principal will entail a Pre-Observation Conference (to learn the nature and scope of the lesson to be observed) and a Post-Observation Conference (to report and discuss the findings of the observation).

Other Activities

1. Education Service Center offerings: The Curriculum Coordinator will make information available to the New Teacher concerning Workshops and Programs presented at the area ESC.

2. Reading: As it becomes evident that certain teaching skills need further attention, New Teachers will be asked to read in suggested literature.

PROGRAM OF ACTIVITIES
FOR
SECOND YEAR TEACHERS

Pre-School Year Activities

1. Meet with Coach-Mentor to review experiences of first year.
   a. Consider strengths
   b. Consider areas where remediation has been needed

2. Plan strategies for improving teaching performance.

3. Plan a Bi-Weekly conference schedule with Coach-Mentor.

Year's Activities

1. Weekly Log of Activities
   a. General Management
      (1) Class Rules (3) Seating Arrangement
      (2) Punishment/Incentive (4) Etc.
   b. Specific Areas
      (1) Successes (3) Comments
      (2) Problems

2. Meet with Coach-Mentor Bi-Weekly (Use Log as Guide for Conferences.

3. Observations
   a. Three (3) by Coach-Mentor -- 1st Semester

#1	4th Week of 1st Qtr	General Instruction
#2	1st Week of 2nd Qtr	Remediation of Concerns (if any)
#3	4th Week of 2nd Qtr	Final Scheduled Observation by Coach

   b. Two (2) by Principal -- One each Semester

1st Semester	3rd Week of 2nd Qtr	General
2nd Semester	4th Week of 3rd Qtr	Summative

COACH-MENTOR

1. Training (Conducted during the Semester and summer prior to working as a Coach-Mentor)

   a. Participate in Seminars using the ASCD Video-Tape Program entitled Effective Teaching for Higher Achievement.

   b. Read "Commonality 6: Improved Classroom Observation Skills," Successful Teacher Evaluation, by Thomas L. McGreal, pages 96 - 124.

   c. Participate in Seminars using the ASCD Video-Tape Program entitled Evaluating Teacher Performance, a two-part instructional program.

   d. Summer Briefing
      (1) New Teacher Induction Program Described
      (2) Coach-Mentor Role and Responsibilities Defined

   e. Education Service Center Workshops (if any are available)

2. Activities

   a. New Teacher Orientation Workshop

   b. Weekly (1st Year) or Bi-Weekly (2nd Year) Conferences with New Teachers

   c. New Teacher Seminars (as veteran guides)

   d. Coach-Mentor Observations with Pre- and Post-Conferences

   e. Principal Formative Evaluations (with Conferences)

3. Selection

   a. Volunteer

   b. Demonstrated Classroom Success

   c. Appropriate Knowledge of Content Area

   d. Considerations of Age and Gender

Appendix "A"

TEACHER PERFORMANCE RESPONSIBILITIES
Wilmington School District No. 209-U
Wilmington, Illinois

1. Meets and instructs assigned classes in the locations and at the times designated.

2. Develops and maintians a classroom environment conducive to effective learning within the limits of the resources provided by the district.

3. Prepares for classes assigned, and shows written evidence of preparation upon request of immediate superior.

4. Involves students in establishing and maintaining standards of classroom behavior.

5. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.

6. Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives.

7. Takes all necessary precautions to protect students, equipment, materials and facilities.

8. Evaluates student progress on a regular basis.

9. Maintains accurate, complete and correct records as required by law, district policy and administrative regulation.

10. Assists in upholding and enforcing school rules, administrative regulations and Board policy.

11. Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.

12. Attends and participates in faculty meetings.

13. Cooperates with other members of the staff in planning instructional goals, objectives and methods.

14. Assists in the selection of books, equipment and other instructional materials.

15. Accepts a share of responsibility for cocurricular activities as assigned.

16. Works to establish and maintain open lines of communication with students and their parents concerning both the broad academic and behavioral progress of all assigned students.

17. Establishes and maintains cooperative relations with others.

18. Provides for his/her own professional growth through an ongoing program of reading, workshops, seminars, conferences and/or advanced course work at institutions of higher learning.

Appendix "B"

THOUGHTS AND RATIONALE
ACCOMPANYING
PRELIMINARY WRITING

1. Three Formative Evaluations by Principal

   a. Pre-observation Conference with Teacher and Coach to establish Purpose for observation.
   b. Observation (preferably conjointly with Coach or with Video). This should be a minimum of an uninterrupted half hour.
   c. Post-observation Conference with Teacher and Coach. General discussion should center on the purpose that had been decided upon prior to Observation. Honesty should prevail/predominate--criticism should be kind but clear. Among the three conferees ideas and suggestions for improvement should be introduced, discussed, and refined, with the objective of the Teacher and Coach working out their implementation.

2. One Summative Evaluation:

   a. This is the Evaluation which will be the official judgment passed by the Principal.
   b. Like the Observations made earlier, this one should be preceded by a conference with the teacher to ascertain the content and objectives to be dealt with.
   c. The Observation should be followed by a conference at which the Principal's evaluations presented in written form with whatever explanation might be necessary.
   d. The Summative Evaluation at the end of the first year should be used to establish the criteria for improvement by which the new teacher will be judged at the end of his second year.
   e. The Summative Evaluation at the end of the second year will determine whether or not the new teacher will be granted tenure. As such, it is important (for the teacher and for the school) that every reasonable effort be made to ensure that it is a fair and accurate evaluation of the individual's ability (and sometimes his potential) as a teacher. It is a disservice to both the individual and the school to make faulty evaluations.

3. Informal Classroom Visits

   a. The Principal should make informal visits to the classrooms of new teachers at least once a week during the teacher's first year. These visits should have two primary purposes: (1) to help the Principal become familiar with the atmosphere and routines of the teacher's classroom and (2) to help the new teacher to become accustomed to the Principal's presence. (The rationale

behind these points lies in the human disposition to be less apprehensive in the presence of those who already know our weaknesses, and, hopefully, our strengths.)

b. The informal visits need not extend beyond five or ten minutes, and could be no more than a simple walk in and out.

c. The informality of the visits should help to create a bond of trust and togetherness between the Principal and his new teacher through which suggestions and advice will be more readily accepted. (The feeling of isolation of teachers is reduced a liitle more.)

COACH-MENTOR

Description: "Coaching" has been operationally defined as 'the provision of on-site, personal support and technical assistance for teachers,' (Baker and Showers, 1984, p.1, in Neubert 1987). This definition suggests a close and persistent relationship by which the new teacher's skills are enhanced, knowledge is gained, and support is provided. It requires a good working relationship between two individuals, and opportunities for them to meet, interact, and observe each other at work. Recent research has suggested this as one of the most successful methods for contributing to the growth of all teachers--particularly new ones.

Selection: The following criteria will be used for selecting Coach-Mentors for each of the teaching area in the high school.

1. Volunteer (candidates must demonstrate an interest in serving as a Coach-Mentor)
2. Classroom Success (this must necessarily be measured by subjective means--teachers perceived as not having success in the classroom probably would not be good role models)
3. General Considerations of Age and Gender (these factors must necessarily be assessed on an individual basis and in light of the availability of staff)

Training: Besides the obvious need for the Coach-Mentor to be knowledgable in the same area(s) as his/her protege, there are some specific expectations.

1. Attendance at a Briefing Session led by the Curriculum Director (here Coach-Mentors will learn the rationale and policies which will direct their relationship with their proteges)
2. Attendance at a Series of Workshops to View and Discuss the ASCD Video Tapes on Classroom Management and Instruction
3. Independent Reading on the Subject of Coaching and Mentoring
4. Other Activities and Instruction as Determined Necessary or Valuable by the Curriculum Director and Principal

Specific Responsibilities: The following list of Activities or Duties required of Coach-Mentors is, of course, only a suggested list. Each individual teacher, his/her responsibilities, the Coach-Mentor's schedule, and all the other factors which could affect the

working relationship of two professional colleagues, obviously, cannot be predicted.

1. The Coach-Mentor will serve as the primary source of information about the department, the school, the district, and the community for his or her protege. More experienced teachers, while not omniscient, probably will have a good base of knowledge and know where to get additional information about the work environment.

2. The Coach-Mentor will work with the new teacher in developing his or her skills in classroom management, discipline, and instruction. This general area is the most complex aspect of the Coach-Mentor's role--assistance should be given as a peer. While the Coach-Mentor is more experienced and probably more knowledgable, he or she is not a superordinate and should be careful to avoid that appearance. Generally, the Coach-Mentor should be a critical listener, affirming the new teacher's strengths and pointing out areas that need improvement.

3. In order to fullfill his or her responsibilities as an aide in developing teaching strengths, the Coach-Mentor must meet with the new teacher on a regular basis. This is especially critical during the first few weeks of the first year. The first meetings should take place before the beginning of the school year. At this time questions about curriculum, supplies, and procedures should be discussed. So, too, should the new teacher be encouraged to plan his or her classroom rules and routines. (Much of this kind of activity--the explanation of curriculum, location of supplies, and procedural questions--already take place in a haphazard and informal way.)

4. Once the school year has begun, the Coach-Mentor should meet with the new teacher at least once a week to discuss in depth the successes and disappointments being experienced.

5. During the first semester, and into the second if necessary, the Coach-Mentor should visit the new teacher's class every two weeks. This visit could be very brief, or it could be used to work on some specific management or instructional concern. The ASCD materials and McGreal (1983) provide some guidance for the logistics of this kind of activity.

6. During the first semester, and into the second if necessary, the new teacher should make it a point to visit the Coach-Mentor's class from time to time to observe, and if there are situations which are particularly valuable, formal observations by the new teacher could also be made.

7. From the description of visitations in items 5 and 6, it should be clear that every effort should be made to schedule the new teacher and the Coach-Mentor with classes during the other's preparation period. This, of course, creates a problem of conferencing. The majority of the conferencing will have to take place before and after school. Undoubtedly, some of the conferencing can occur during the visitation periods, but in depth discussions would have to wait.

8. Experimentation should be encouraged by the Coach-Mentor.

9. The Coach-Mentor can, and it has been found effective (Neubert and Bratton 1987), participate in the new teacher's class instruction as "team teacher."

10. "Positive Support" should be the dominant attitude of the Coach-Mentor in all interaction with the new teacher.

11. The Coach-Mentors are expected to participate in the viewing and the discussions pertaining to the ASCD video-tapes. In the safety of the third party, open and frank comments can be made about teaching events and strategies familiar to all teachers. The ASCD instruction will begin during the first part of the 2nd Grading Period and be concluded before the end of the 3rd Grading Period. All new teachers and Coach-Mentors are expected to view and discuss these tapes in a seminars led by the Curriculum Coordinator.

Incentives: Currently there are no normal incentives for Coach-Mentors. There is no stipend; no release time; not even a medal or a watch. Needless to say, however, there are unlimited intrinsic rewards. Observing the professional growth of a young teacher and knowing that we have made some contribution to it is a great reward--one like we are striving for daily in our normal teaching duties. Another reward comes from the improvement of our own skills in pedagogy. As we have all learned in our classrooms, by trying to teach a skill or body of knowledge we develop a greater degree of mastery. Hence, by working with younger teachers in the art of teaching, we, too, improve our own skills--finding greater ease and more enjoyment in our professional duties.

Logistics: Every Coach-Mentor's and every new teacher's schedule, extra-duty assignment and need will be different. No clear program can be written to encompass all the variables that could be a part of the total schema. It must, therefore, fall upon the Coach-Mentor to work out the details of each new teacher induction activities. This may involve working with the new teacher, principal, curriculum coordinator, and other personnel. The bottom line is: "Whatever is necessary and works is what is right!"

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